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| **Unit Title: America: Symbols and Celebrations**  **Grade Kindergarten/Quarter 3/Unit 4** | | | | | | | | | |
| **Conceptual Lens:**   **In this four week unit, from Martin Luther King Day to President’s Day, students study America’s symbols and celebrations.**  **Author: commoncore.org/adapted by Randolph County Schools**   |  |  |  | | --- | --- | --- | | **Unit Overview:**  **Building on asking questions about neighborhoods, students begin this unit by asking questions about a local symbol. They progress to asking questions for more detailed information in non-fiction texts. Students learn to write informative pieces with richer content. Through shared writing, students also learn to expand complete sentences by using more details about American symbols. To be sure the content resonates with the children, celebrations from the student’s own ethnicity or religion will be encouraged as part of the information gathering.**  **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | * + - Describe the connection between two events or ideas in a text, such as *The American Flag* (Lloyd Douglas-available in book form only) and *Independence Day* (Molly Aloian - $26.60 ebook).     - Students should be able to tell why we celebrate MLK’s birthday (use any MLK book). What important ideas are found in the story? What questions do you have about an important idea in this text? (Week 1) | * + - Use a combination of drawing, dictating, and writing to compose an informative text about holidays.     - Produce and expand complete sentences in shared writing about symbols in America.     - Identify new meanings for familiar words and apply them accurately (e.g., march—verb, March—month, march—musical piece).   Use newly learned words in conversation about unit’s focus on celebrations and symbols.   * + - Answer questions about unknown words, details, and events in both fiction and informational texts.     - Gather information from text sources and experiences to answer questions about holidays they celebrate.     - Ask questions to get information, to seek help, or to clarify something that is not understood. | * + - Demonstrate phonemic awareness by isolating and pronouncing the initial, medial, and final phoneme of CVC words. |   **Stage 3 – Learning Experiences** | | | | | | | | | |
| **Unit Progression** | | | | | | | | | |
|  | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | |
| **Big Ideas** | **Freedom** | **Symbols** | | **Celebrations** | | **Celebrations** | |
| **Suggested read alouds to incorporate in classroom discussions and lessons: (highlighted texts are Unit Text)**  **Fiction**  **any Martin Luther King book such as**  **Dr. Martin Luther King, Jr. by David A. Adler (week 1) or**  **A Lesson for Martin Luther King Jr. (week 1)**  **Clifford Goes to Washington (week 2)**  **Duck for President (week 3)**  **Family Pictures by Carmen Lomez Garza (week 4)** | | | **Non –Fiction**  **Excerpt from MLK’s I Have a Dream speech (week 1)**  **America’s Symbols (big book from previous K-SS textbook adoption) (week 2)**  **The American Flag by Lloyd Douglas (week 2)**  **Our American Flag (American Symbols) by Firestone & Mary (week 2)**  **The Liberty Bell (American Symbols) by Firestone & Mary (week 2)**  **F is For Flag by Wendy Chevette Lewison (week 2)**  **The Bald Eagle (ST from Comp Toolkit) (week 2)**  **America the Beautiful (week 2)**  **Independence Day by Molly Aloian (week 3)**  **April Fool’s Day to Z Day (week 3/4)**  **A Picture Book of George Washington (week 4)**  **A Picture Book of Abraham Lincoln (week 4)** | | | | | | |
| **WEEK 1 - Freedom** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  Lesson 12 - pages 16 & 17 in the Infer & Visualize TG  Use excerpts from the poem “Standing Tall” by Jamie McKenzie  <http://fno.org/poetry/standing.html>  Use the parts of the lyrics *We Shall Overcome*  <http://teachertube.com/viewVideo.php?video_id=157010&title=We_Shall_Overcome> | | | | | | **Standards**  **RI.K.1** | | **“I Can” Statements**  I can ask and answer questions before, during, and after reading a text. |
| **Essential Questions**  What do good readers do? |
| **Jan Richardson Strategies/Teaching Points in Reading**   * Green, Red and Yellow questions * Be the Illustrator * Working with short vowel CVC words   **Linda Hoyt Interactive Read-Alouds**   * Infer p. 33 | | | | | | **Standards**  **RI.K.1**  **RL.K.1** | | **“I Can” Statements**  Varies depending on the comprehension strategy chosen |
| **Essential Questions**  What do good readers do? |
| **Other Whole Group Reading Learning Experiences**  Read aloud any MLK book. What important ideas are found in the story? What questions do you have about an important idea in this text?  **Vocabulary:**  Tier 2: March (polysemous word) - month, way to walk (verb), type of song  Tier 3: Freedom, Discrimination | | | | | | **Standards**  **RI.K.1** | | **“I Can” Statements**  I can tell why we celebrate MLK’s birthday. |
| **Essential Questions**  What do good readers do? |
| **Writer’s Workshop** | **Write about Martin Luther King**  Resource: use [Jodie Black Unit 5](http://writingfix.com/workshop/jodies_units/Unit5.htm) - All About Posters (facts)  **Power Writes – Explorations in Nonfiction Writing** (Tony Stead/Linda Hoyt)   * Investigation – p.72 * Nonfiction storyboard – p.180   Vocabulary: fact vs. opinion | | | | | | **Standards**  **W2**  **W8**  **W.K.7** | | **“I Can” Statements**  I can state important facts about MLK.  **Essential Questions**  What do good writers do? |
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| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Read aloud a MLK book that emphasizes the change he encouraged. | | | | | | **Standards**  **K.H.1.1 Explain how people change over time (self/others)** | | **“I Can” Statements**  I can name a change that MLK helped our country make. |
| **Essential Questions**  What do I know about the change MLK helped our country make? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * March (play Stars and Stripes Forever and ask students to march to explain one meaning) | | | | **Tier Three ELA Words**  Freedom, Discrimination, Encourage, Demonstration | | | | |
| **WEEK 2 - Symbols** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  (You may first want to do the lesson with the Star Spangled Banner book - found below in Other Whole Group Reading Learning Experiences.)  Lesson 13 - pages 30 & 31 in the Infer & Visualize TG  Read America the Beautiful for Connect and Engage  Model by recalling The Three Bears  Guide using the poem The Star Spangled Banner (see Resources) | | | | | | **Standards**  **RI.K.1** | | **“I Can” Statements**  I can visualize and infer. |
| **Essential Questions**  What does it mean to visualize? To infer? |
| **Jan Richardson Strategies/Teaching Points in Reading**   * Green, Red and Yellow questions * Be the Illustrator * Working with short vowel CVC words   **Linda Hoyt Interactive Read-Alouds**  Infer p. 33 | | | | | | **Standards**  **RI.K.1**  **RL.K.1** | | **“I Can” Statements**  Varies depending on the comprehension strategy chosen |
| **Essential Questions**  What do good readers do? |
| **Other Whole Group Reading Learning Experiences**  To introduce the concept of a symbol, choose a symbol well known to students in your class (e.g. professional sports team logo or school mascot). Discuss why a symbol is important for unifying fans behind a team or school. Go on to discuss the meaning behind the symbol as a source of inspiration.  Create a KWL chart of American symbols and holidays to set the stage for asking questions, answering questions, and gathering information under main topics. Teachers may need to model the questioning until the students begin to generate questions on their own. After viewing this free movie on Brainpop, Jr. <http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/> refer back to the KWL chart to see if your questions were answered and what you thought you knew was on target.  As the class reads an informational book, such as *The Liberty Bell* (American Symbols) by Firestone & Mary, look for information about the main topic. Remind the students of the importance of also studying the illustrations for information. Add the info to the KWL chart. Look for connections between ideas as you add information to the charts. Use sticky notes or white boards for students to fully participate in adding info to the charts. (RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.8)  Read *The Star-Spangled Banner*, by Francis Scott Key, illustrated by Peter Spier  See <http://www.scholastic.com/browse/article.jsp?id=5286> for lesson plans and other ideas  Read *The American Flag* by Lloyd Douglas or *F is For Flag* by Wendy Chevette Lewison  See <http://www.hubbardscupboard.org/the_pledge_of_allegiance.html> for lesson plans and a take home book. | | | | | | **Standards**  **SL.K.2, Sl.K.3, SL.K.4, L.K.4 and L.K.6** | | **“I Can” Statements**  I can ask and answer questions about a text. |
| **Essential Questions**  What do good readers do? |
| **Writer’s Workshop** | **Write about an American Symbol**  Resource: continue Jodie Black Unit 5 - All About Posters (facts)  Vocabulary: Fact vs. Opinion  **Power Write – Explorations in Nonfiction Writing** (Tony Stead/Linda Hoyt)   * Investigation – p.72   **Mini-Lesson suggestions:** Use a theme-related sort sentence such as “The flag waves.” To challenge your class to think of details to add to the sentence to make it more interesting (e.g., “The red, white and blue flag waves”; “The red, white and blue flag waves in the strong winds of March.”). | | | | | | **Standards**  **W.K.7**  **W2**  **W8**  **L1f** | | “I Can” Statements  I can write about American symbols.  Essential Questions  What do good writers do? |
|  | [**http://www.patrioticon.org/patriotic-soundfiles.htm**](http://www.patrioticon.org/patriotic-soundfiles.htm)  **Many patriotic resources can be found on this site including the music and lyrics to patriotic songs.** | | | | | |  | |  |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons: read aloud Clifford Goes to Washington**  Discuss Riley’s act of bravery. Connect this to your role as a good citizen - Second Step references: be kind, be considerate, etc.  **Other Lessons related to the content:**  Page 68 in Toolkit Texts Statue of Liberty  <http://www.brainpopjr.com/socialstudies/citizenship/statueofliberty/> | | | | | | **Standards**  **K.C&G.1** | | **“I Can” Statements**  I can state my role as a citizen**.** |
| **Essential Questions**  What do good citizens do? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Snatched, brave, medal, tagged along, breathtaking | | | | **Tier Three ELA Words**  Demonstration, monument, First Lady, statue, Abraham Lincoln, Thomas Jefferson, Franklin Roosevelt, Aquarium | | | | |
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| **WEEK 3 - Celebrations** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lesson: Make Sense of New Information**  Lesson 14 - pages 44 & 45 in the Infer & Visualize TG  Use Independence Day by Molly Aloian or a similar text about Independence Day | | | | | | **Standards**  **RI.K.1** | | **“I Can” Statements**  I can identify text features.  I can visualize and infer meaning from text features, pictures and words. |
| **Essential Questions**  What do good readers do? |
| **Jan Richardson Strategies/Teaching Points in Reading**   * Green, Red and Yellow questions * Be the Illustrator * Working with short vowel CVC words   **Linda Hoyt Interactive Read-Alouds**  Infer p. 33 | | | | | | **Standards**  **RI.K.1**  **RL.K.1**  **RF.K.2d** | | **“I Can” Statements**  Varies depending on the comprehension strategy chosen |
| **Essential Questions**  What do good readers do? |
| **Other Whole Group Reading Learning Experiences**   * Pg 54 in Comp Toolkit Short Text book “The Bald Eagle” * Duck for President by Doreen Cronin   Recognize cause and effect relationships in the story.  Review characters, setting, and key events as you retell the story.  Identify text features.   * Introduce a book showing a diverse point of view of an American holiday such as Apple Pie and the Fourth of July by Janet Wong. As you read the book, ask the students to look for ways that the main character sees one of the traditional American holidays. Encourage the students to look closely at the illustrations and to listen closely to the story. When you are finished reading, discuss how people see holidays and celebrations differently depending on their family and ethnic experience. Before turning to whole group discussion, have students draw a picture or “turn and talk” in preparation for sharing ideas. (RL.K.3, RL.K.7, RL.K.10, SL.K.2) * Send a note home to parents asking them to find a photograph of the child taken during a family celebration. Ask parents to name the celebration and to tell what makes it special as their family celebrates it. Use this information to create a display of your class’s celebrations. * Choose a holiday celebrated in your community. Gather information about the holiday by reading books and asking people in your community to tell you why it is celebrated, when it is celebrated, who celebrates, and how it is celebrated. Create a large cube for the holiday and assign small groups of students to prepare an illustration for each face of the cube. Use the guiding questions above to assign cube faces. Repeat this activity with several holidays celebrated by the members of your classroom. (SL.K.4, L.K.5c, W.K.2, W.K.7, W.K.8) | | | | | | **Standards**  **RI.K.1**  **RL.K.1** | | **“I Can” Statements**  Varies depending on your purpose. |
| **Essential Questions**  What do good readers do? |
| **Writer’s Workshop** | **Write about Independence Day or New Year’s Day**  Resource: continue Jodie Black Unit 5 - All About Posters (facts)  **Power Write – Explorations in Nonfiction Writing** (Tony Stead/Linda Hoyt)   * Investigation – p.72 | | | | | | **Standards**  **W.K.7** | | **“I Can” Statements**  I can describe my family’s Fourth of July /New Year’s Celebration. |
| **Essential Questions**  What does your family do for New Year’s/on the Fourth of July? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Use events from your students’ lives to relate to this objective and/or books from the Berenstein Bears or Little Critters series. | | | | | | **Standards**  **K.H.1.3** | | **“I Can” Statements**  I can tell why changes happen in life? |
| **Essential Questions**  What change has happened in your life? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * protest, wins by a nose | | | | **Tier Three ELA Words**  Independence Day, espresso beans, election, campaign, governor, autobiography | | | | |

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| **WEEK 4 - Celebrations** | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lesson: Infer and Visualize with Narrative Nonfiction**  Lesson 15 - pages 44 & 45 in the Infer & Visualize TG  Use either A Picture Book of Abraham Lincoln or A Picture Book of George Washington by David Adler  **Other Lessons related to the content**  Pg 70 in Toolkit Texts Who is on the Penny? | | **Standards**  **RI.K.1** | **“I Can” Statements**  I can visualize and infer meaning. |
| **Essential Questions**  What do good readers do? |
| **Jan Richardson Strategies/Teaching Points in Reading**   * Green, Red and Yellow questions * Be the Illustrator * Working with short vowel CVC words   **Linda Hoyt Interactive Read-Alouds**  Infer p. 33 | | **Standards**  **RI.K.1**  **RL.K.1**  **RF.K.2d** | **“I Can” Statements**  Varies depending on the comprehension strategy chosen |
| **Essential Questions**  What do good readers do? |
| **Other Whole Group Reading Learning Experiences**  Explain how the impact of life events brought change for Duck after reading aloud the book Duck for President. | | **Standards**  **K.H.1.3** | **“I Can” Statements**  I can tell why changes happen in life? |
| **Essential Questions**  What change has happened in your life? |
| **Writer’s Workshop** | **Write about your favorite holiday.**  Teacher could model an All About Poster on President’s Day  Resource: continue Jodie Black Unit 5 - All About Posters (facts)  **Power Writes – Explorations in Nonfiction Writing** (Tony Stead/Linda Hoyt)   * Investigation – p.72 | | **Standards** | **“I Can” Statements**  I can describe my favorite holiday. |
| **Essential Questions**  What is your favorite holiday? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Explain how things have changed since Washington or Lincoln was President. Use either A Picture Book of Abraham Lincoln or A Picture Book of George Washington by David Adler | | **Standards**  **K.H.1.1** | **“I Can” Statements**  I can explain how things are different. |
| **Essential Questions**  What change has happened since these Presidents were alive? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Cleared the land, widow, wilderness, slave, debate, address, Father of Our Country | **Tier Three ELA Words**  English Colony, Emancipation Proclamation, Virginia, Gettysburg Address, Mt. Vernon | | |

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| **Music and Art – Suggested Lessons for your Music and Art Teachers (Share these!)** |
| **Patriotic Songs – America the Beautiful, My Country ‘Tis of Thee, Yankee Doodle, You’re a Grand Old Flag**  **Band Music – John Philip Sousa**  **Art – Monuments/Symbols; sculpture** |

**Unit Resources Word Work**

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| **Week 1**  **Dr. Martin Luther King, Jr. by David A. Adler**  **A Lesson for Martin Luther King Jr.**  **Martin Luther King, Jr. and Me: Identifying with a Hero (ReadThinkWrite) (W.K.7 & 8)** | **Continue word families - use lessons SP2 and SP3 from K Phonics Lessons as a model.**  **Word Way: Word Family Activities**  [**http://www.wordway.us.com/**](http://www.wordway.us.com/)  **RF.K.2**  **K Phonics Lessons PA15, PA17, PA19, PA20, PA22, PA23, PA24**  **See Words Their Way for blends and digraphs picture sorts.** |
| **Week 2**  [**http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/**](http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/)  **Apple Pie and the Fourth of July by Janet Wong**  **Clifford Goes to Washington**  **America’s Symbols (big book from previous K-SS textbook adoption)**  **The American Flag by Lloyd Douglas**  **Our American Flag (American Symbols) by Firestone & Mary**  **The Liberty Bell (American Symbols) by Firestone & Mary**  **F is For Flag by Wendy Chevette Lewison**  **The Bald Eagle (ST from Comp Toolkit)**  **America the Beautiful**  [**http://www.patrioticon.org/patriotic-soundfiles.htm**](http://www.patrioticon.org/patriotic-soundfiles.htm) |
| **Week 3**  **Duck for President**  **Independence Day by Molly Aloian**  **April Fool’s Day to Z Day**  **Stars and Stripes Forever** |
| **Week 4**  **Family Pictures by Carmen Lomez Garza**  **April Fool’s Day to Z Day**  **A Picture Book of George Washington**  **A Picture Book of Abraham Lincoln** |